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ABSTRACT

This document is a guide for a half- year elective course offering secondary students the opportunity to examine writers' insights on environments in a variety of literary types. In addition, language and composition experiences are developed utilizing the communications media. Though representative literary selections are suggested for convenience, the teacher can select materials dependent upon the abilities of the students. The suggested activities are applicable to many different literary forms. This work was prepared under an ESEA Title III contract. (JP)

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THE ELECTIVE PROGRAM IN ENGLISH

COURSE TITLE: WRITERS AND THE ENVIRONMENTS

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COURSE TITLE: WRITERS AND THE ENVIRONMENTS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION
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TITLE III ESEA, ENVIRONMENTAL EDUCATION PROGRAM

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FOREWORD

This half-year elective offers an opportunity to examine writers' insights on the environments in a variety of literary types. In addition, language and composition experiences are developed utilizing the communications media. Specific aims of the offering are:

-- To expand understanding of the many environments from the personal to the global, both natural and manmade

-- To involve students in activities that motivate them to take personal action in saving the environments

-- To provide individual and small group projects for maximum student reaction

-- To emphasize a student-teacher rapport in which teaching-learning roles are shared, making every member of the class a resource

-- To strengthen skills in oral and written communication

Though representative literary selections are suggested for convenience, English department chairmen in cooperation with members of the English staff will select materials dependent upon the abilities, interests, and backgrounds of the students. Materials selected should not duplicate those used in other offerings.

ENVIRONMENTS: FROM THE PERSONAL TO THE GLOBAL

Preliminary Discussion

— Consider how each individual is a unique environment, affecting others and being affected in daily interactions.

— To arrive at an interpretation of the many environments, discuss with students the following concepts:

Environmental education is not a subject, but an approach to learning, a way of looking at life with its many facets interacting.

While nature synthesizes parts into wholes, humankind tends to fragment wholes into parts, thereby threatening man's existence.

Earth is an organic spaceship whose many sub-systems interrelate to nourish life.

Environments can be classified as abiotic (nonliving), biotic (living), or cultural (originating from humans), all interacting.

Discovery and understanding of environmental values are directly related to the discovery and understanding of the value of becoming a unique human being. Self-actualization precedes affective action.

The new environmental ethic looks at man as the shaper of environments, reversing the conventional view of environments victimizing man.

Environmental Attitudinal Survey (Sample)

1. Based on your judgment, rank from 1 (best answer) to 6 (weakest answer) the following items, according to their contribution to civilization:

__ competition, progress
__ conquest
__ harmony, order, peace
__ conflict, war
__ scientific progress
__ education

2. The birth of a baby in which country puts the greatest drain on earth's natural resources?

__ Mexico
__ Canada
__ Italy
__ United States
__ India
__ South Africa

WHY?

3. Check the item which, in your estimation, makes the most sensible statement about nature:

__ Nature is a vindictive force determined to win over man.
__ Nature is a sublime force delighting man with its infinite variety.
__ Though man can modify nature somewhat, he cannot conquer it.
__ Nature will survive in some form even if man transforms earth into a wasteland.
__ Nature is indifferent, impartially providing feast or famine.

WHY?

4. Check the life-style which best matches your future dream:

__ A comfort-oriented life with an increasing use of resources
__ A ban declared on technology so that man can resume a back-to-nature existence
__ A reduced standard of living in exchange for an improved quality of life

WHY?

5. In several sentences, react to Emerson's observation, "The truest test of civilization is not...the size of the cities... but the kind of man the country turns out."

Human actions trigger environmental reactions which both add and detract from the quality of life on the planet.

When human beings make their environments impossible to live in, humankind will ultimately become impossible.

Just as each person is a distinctive environment (microcosm), collective man is a global environment (macrocosm).

Earth is finite, a closed system with limited resources.

-- Formulate a class definition of the term environment. Consider the implications of the plural form and of the determiners an and the.

Suggested Activities

-- Show Man and His Environment: in Harmony and in Conflict, a sound-slide presentation which establishes a humanistic orientation to the environmental crisis. Before presenting the program, give students the attitudinal survey found on the opposite page. The same survey, or a variation of it, could be given at the end of the course to measure students' expanded understanding of environmental issues. Share representative reactions with the class.

-- Assign committees the task of designing several English classroom arrangements which reflect the environmental concepts listed in the Preliminary Discussion. After students present their recommendations to the class and incorporate suggestions, this exercise in consensus can continue with an open discussion of classroom procedures that consider each member of the class a contributing environment.

— To demonstrate the idea of the individual interacting with society, present this notion to the class: Our inherited capacities become actual abilities only if and as our environments activate them. After discussing the wide application of this statement, assign an illustrative selection like The Miracle Worker or Diary of Anne Frank, or show The Wild Child.

— To develop a more personal response to the environments, show How Many Lifetimes.

— Direct students to write an impromptu theme exploring their reactions to a land-use conflict like the following: A school is surrounded by a green campus when a decision is made to pave a major portion of the area to provide for extra parking, tennis courts, and an athletic field.

— Divide the class into small groups to devise lists of conflicting attitudes about the environments, illustrating that solutions are complex. Lists will probably contain statements that nuclear war, mass starvation, and poverty are more pressing problems than pollution, or that extinction of endangered species is unfortunate but not crucial. Have the entire class compile a master listing of controversial issues to be referred to throughout the elective.

— Winston Churchill observed, "We shape our dwellings, and then our dwellings shape us." Ask students to bring concrete examples like pictures, objects, and songs to illustrate the statement's impact and have the students defend their choices. Use the activity to motivate the reading of a selection with a related point of view like T. G. Ballard's "The Subliminal Man" (short story), Stephen Vincent Benét's "By the Waters of Babylon" (short story), or Denise Levertov's "Merritt Parkway" (poem).

— William Blake prophesied the future of industrial England's children in the line: "They became what they beheld." Discuss with students how humankind can become hardened to corruption, pollution, or war. Conversely, people cannot become what they do not behold. Direct the more imaginative students to express either of these ideas in a poem or short story. Provide the others with anthologies to find literary expressions of the two ideas. Have students share their material in small group discussions.

— In a role-play situation, confront students with an environmental problem that has several implied options. For instance, a fraternal organization has purchased a tract of wilderness on a lake for recreational use. When a developer opens an adjoining resort complex, land values soar, prompting a land-use conflict within the group. Students should role-play the developer, resort owner, the general public, adjoining land owners, and factions within the organization to gain an understanding of the multiplicity of alternatives in decision-making.

— As a follow-up activity, assign selections like Mac Kinlay Kantor's "The Wrath of the Raped" (essay), Robert Lowell's "The Mouth of the Hudson" (poem), Leo Tolstoy's "How Much Land Does Man Need?" (short story), or Henrik Ibsen's Enemy of the People (play). Students will discuss land-use conflicts as presented in these literary selections.

— Assign two pieces by a single author in which an apparently opposing view about the environment is expressed. Selections like De Saint-Exupéry's The Little Prince and "The Tool" (a chapter from his Wind, Sand, and Stars) seem to offer contradictory attitudes about technology. In a discussion, have students reconcile the positive and negative concerns regarding the role of the machine in enhancing the good life.

-- Stress the relationship of semantics to human interacting by listing on the chalkboard words such as garbage, waste, solid waste, junk, recyclables, refuse, sewage, antiques, throw-aways, cast-offs. Have the class discuss the connotation of each, considering the tendency for man's labels to determine his attitudes.

-- Teach/reteach the theme of definition. Have students write a personalized definition of environments stressing "what happens," not "what is."

CIRCLES IN TIME

Preliminary Discussion

— Consider humankind's need to look at life as cyclical movements or circles in time having unique value to environments.

— Explore the many cycles that measure life on this planet -- days, months, seasons, years, suns, evolution, devolution, holidays, tides, recycling.

— Examine the cyclical character of attitudes concerning nature, humankind, and culture.

Suggested Activities

— Direct students to research in farmers almanacs the kinds of environmental information provided there. Sharing with the class their findings, students should determine the element of truth at the core of folklore, myth, and superstition.

— As a follow-up activity, ask students to interview family, relatives, and friends for stories of home remedies, customs, or traditions passed down over the generations. Review storytelling techniques before asking students to prepare their anecdotes either as oral or written accounts.

— Suggest students research man's observance of environmental events like planting, harvesting, the winter and summer solstice, the vernal and autumnal equinox, floods, birth, death, marriage. This activity should lead to a discovery of the life processes motivating ritual, celebration, and custom.

-- Show The Color of Spring, Summer, Fall, Winter, four 8mm film cassettes without soundtrack. Divide the class into groups to design original scripts. Some groups may prefer to compose their own dialogue, poetry, and music while others may prefer to research already existing material from which to weave a narration. Students should tape each script as a synchronized soundtrack, illustrating their ability to discriminate symbol, mood, and nuance.

-- To make vivid man's natural inclination to relate to time cycles, assign a nonfiction account like Henry David Thoreau's "In Wilderness Is the Preservation of the World," Hal Borland's "This Hill, This Valley" (both dealing with the four seasons), or Aldo Leopold's A Sand County Almanac (tracing the twelve months). In a follow-up discussion, ask students to conjecture about the writer as a human being, linking his individuality with his attitudes about environments.

-- Provide class time periodically for students to keep an account of their impressions of environments, both natural and manmade. They may wish to organize their observations in an almanac, in a seasonal format, or in a diary, log, or journal.

-- Read aloud to the class Milton Geiger's poem, "I Will Not Go Back," his credo summing up man's evolution from the slime to the Space Age. After probing student reactions to the poem, assign an impromptu theme in which students explore the ways individuals or mankind generally might revert to the cave.

-- Show "The Deer and the Forest," a film depicting cycles in the life of the deer against a background of seasonal and habitat changes. As a follow-up, direct students to choose literature that shows an animal coping with

its environment. Selections might include Edwin Morgan's "Third Day of the Wolf," Robert Tristram Coffin's "Swift Things Are Beautiful," or Elizabeth Bishop's "The Fish." Students should exchange their impressions of the writers' observations in small groups.

— Provide copies of Ecclesiastes 3: 1-8. Ask students to bring their favorite musical version of "Turn! Turn! Turn! To Every Thing There Is a Season." As a group, decide which interpretation best suits the essence of the piece. Direct the class to concretize the abstractions by suggesting specific instances for lines like: "A time to break down and a time to build up." Have students evaluate the applicability of this biblical ethic for the twentieth century.

— Review the haiku form to prepare students to write their own on a special time of day like dawn, dusk, twilight, midnight, rush hour. Students may wish to use appropriate pictures to accompany their haiku for classroom display.

— To illustrate the responsibility each generation has for the ones to come, read aloud to the class Louis Mac Neice's "Prayer Before Birth." Examine the gamut of environmental issues with which the unborn child confronts contemporary man.

— T. S. Eliot's Murder in the Cathedral has several choruses which express a recurring theme, the cyclical nature of life. After discussing these passages, arrange students in choral reading groups to interpret the passages as a speech activity.

— Teach/reteach the basics of panel discussion before grouping to research a variety of topics such as an examination of nature in the Psalms and American Indian literature, the nature of man in the Golden Age of Pericles and the Renaissance, or the nature of human interaction during the Age of Reason and the Romantic Era. After the panel presentation, encourage each class member to devise a question generated by the panel. Seek questions like: Why do ideas go out of style only to reappear in another era, or Why has Jefferson's dream of an agrarian society failed in America? The questions may become theme topics, additional discussion questions, or review questions.

AN ENVIRONMENTAL STRAND: THE AMERICAN INDIAN

Preliminary Discussion

-- Consider the Indian philosophy that man belongs to the land, not that land belongs to man.

-- Explore Indian reverence for the natural beauty of the universe.

-- Compare the Indian self-concept of communion with man and nature to Western man's value system based on amassing power, possessions, and wealth.

-- Examine the awe at the power of words expressed in Indian legends, poems, chants, and prayers.

Suggested Activities

-- Use The First Americans (Scholastic Art and Man) as background for this unit. The package contains recorded Indian music, an interview expressing Indian cultural values, slides, a pamphlet, and a teacher guide. Using the material as a resource, a volunteer student committee could design a class presentation.

-- Encourage student writers to keep a list of striking Indian imagery, for example, the Indian's instinctive understanding of photosynthesis as the source of life (also a major theme in Royal Hunt of the Sun) which this Mescalero Apache line portrays:

> The sunbeams stream forward, dawn boys,
> with shimmering shoes of yellow.

Have students find other examples of Indian nature imagery.

-- Direct the class to research and compile a lexicon of local Indian place names which illustrate tribal relationships to environments. Using sources like the museum, the Wisconsin Historical Society, the community, or local histories, have students conjecture why the white man absorbed the Indian place names directly or in translation.

-- Divide the class into groups, each one conducting its own etymological research on the contribution of the Indian languages to English. Groups might consider categories of words like place names (Milwaukee, Wisconsin), animals (skunk, opossum), plants (tamarack, sequoia), foods (hominy, succotash), and culture (totem, wampum). Have groups share findings with the class.

-- To illustrate man's reliance on communication through body language, assign this role-play situation to student volunteers. Suggest a meeting between Indians and settlers wherein information about hunting and processing wild game and building a Conestoga wagon is exchanged primarily through body language.

-- Assign a legend like the Alabama tribe's "The Orphan" in which humans are portrayed as animals for humorous effect. Discuss the significance of this reversal, not common to Western Literature, which tends toward personification. Read aloud Eve Merriam's poem "Mr. Zoo" which also uses this reversal.

-- Assign Peter Shaffer's The Royal Hunt of the Sun, a play in which the Inca chief, Atahuallpa, tries to convince his Spanish conqueror, Pizarro, that the Western ethic of conquest and expansion is detrimental to life on the planet. Teach/reteach the theme of criticism before asking students to explore the Atahuallpa and Pizarro dialogue, contrasting the two positions.

— Present the well-intentioned if somewhat misguided concept of the noble savage in Western literature especially as found in the novels of James Fenimore Cooper, the poetry of Henry Wadsworth Longfellow, or the paintings of George Catlin. Ask students to contrast this patronizing attitude with the equally erroneous presentation of Indians in most movie Westerns. Direct students to examine the harm to the cultural environment made by stereotypes, either "positive" or "negative."

— Introduce an episodic play like Arthur Kopit's Indians as an experiment in readers' theater, assigning roles and allowing practice time before the class re-creates the drama. Reversing man's trend to turn the sins of the past into future hopes, Kopit wrote "I wished to present a hallucinatory panorama of the period of time when heroes were being created, in which romantic literature was being written to justify and ennoble a very unsavory, violent, and horrible process: the taking of land from a people and the destruction of those people in the belief that they were inferior... The danger isn't what happened, but the way in which we changed what happened into a fable." Have the class test the dramatist's statement with his play. Students might suggest other examples of the unpalatable made tolerable.

— Following the reading of Indian selections, direct small groups of students to examine tribal legends for practices that both humanize and dehumanize people. Encourage students to note objectively a culture's positive and negative features.

— After sampling American Indian songs and poems in an anthology like William Brandon's The Magic World, encourage each member of the class to create an Indian-style image illustrating man's respect for some natural phenomenon. Metaphors may be grouped around head words like animals, rites, the elements, the seasons, and abstractions such as beauty, bravery, magic. Compile the results as a class project — multi-media presentation, bulletin board display, booklet.

— Have students write a news story, feature, or editorial following a press conference with a representative of the Indian community. The visit should include a sharing of stories, artifacts, customs, and experiences.

AN ENVIRONMENTAL STRAND: NATURE AND THE CITY

Preliminary Discussion

-- Discuss man's search for paradise -- the good life, the perfect dream, utopia -- and its environmental implications.

-- Consider that nature has a positive value of its own beyond man's utilitarian designs on the environments.

-- Trace man's historical confusion about cities as either humanizing or dehumanizing manmade environments.

-- Explore the Western World's admiration of expansion, conquest, action, status, and ownership as motivating ethics.

Suggested Activities

-- To provide background for this unit, make available material like The American Wilderness, The City, and Man and Nature (Scholastic Art and Man). Encourage student volunteers to develop class presentations.

-- To develop the unit theme of Nature and the City, review that thread in Man and His Environment: In Harmony and In Conflict. Use a multi-media program like Man and Earth: the Poet's View - country poems/city poems, The American Dream: Myth or Reality, or The Wisdom of Wilderness to illustrate nature's superiority vying with man's determination to harness her energy for his own ends. Lead students into an examination of the ways creative artists sharpen man's focus by putting conflicts into perspective.

-- Assign a work like Anne Morrow Lindbergh's Gift from the Sea, which shows the regenerative power of nature to restore the human spirit. The author sees the stages of her life symbolized by various seashore creatures. Encourage students to select an animal or natural force (monsoon, drought, sandstorm) that expresses their individuality as they see themselves and to write a description. Students might submit their compositions for class reaction and identification.

-- Present Thoreau's observation: This curious world is more wonderful than it is convenient; more beautiful than it is useful; it is more to be admired than it is to be used. Have each student fold a sheet of paper vertically, heading two columns, Aesthetic View of Nature -- Practical View of Nature. Allow ten minutes for students to list and number items that fit under either column. Afterwards, the class may be interested in assessing which column, the aesthetic or practical, received more entries and what the results suggest about environmental attitudes.

-- Assign sections of Thoreau's writings. To prepare students for this original American mind, show one of the many available multi-media programs like An Interview with Henry David Thoreau which illustrate Thoreau's farsighted vision about land-use conflicts. Consider the modernity of this nineteenth century environmentalist.

-- Assign the Jerome Lawrence and Robert E. Lee play The Night Thoreau Spent in Jail which shows the consequences to the individual of standing up for a principle. Get students to offer specific examples of how they can activate sound environmental programs to save earth, thereby reversing the environmental crisis.

-- Teach/reteach the writing of the informal essay. Recall this passage from Man and His Environment: In Harmony and In Conflict:

> We [Western Man] would say of a man who scaled Everest, "he conquered the mountain."
>
> The Oriental would say, "the mountain has gained a new friend."
>
> In the Orient, man has traditionally viewed himself as a minuscule part in a vast wholeness, the individual as a split second in an eternal cycle which includes all things. Man and nature are closely intertwined in Eastern thought.

In a laboratory setting, direct students to react in writing to this duality concerning man's relationship with environments.

-- Introduce students to nature poets like William Wordsworth, Percy Shelley, John Keats, Walt Whitman, and Emily Dickinson. To stimulate aural perception, play selected poems, asking students to visualize the natural environments as interpreted by the poets. Have students verbally react to this vicarious human interacting.

-- Assign a selection like Paul Gallico's "The Snow Goose" -- short story, radio play, or television special. Discuss with the class the power of nature, in this case a bird preserve on the marsh, to initiate human relationships. Students may also wish to consider the special environmental flavor dialect brings to a work.

-- Assign an expansionist novel like O. E. Rölvaag's Giants in the Earth, Willa Cather's Death Comes for the Archbishop, My Antonia, O Pioneers, or Frank Norris' The Octopus, each portraying humankind's struggle to tame the wilderness, all the time respecting nature's superiority. Direct student writers to choose a favorite character in an expansionist novel and to simulate a diary of this character's daily encounters with nature on the frontier.

-- Encourage students to examine the paintings of two realists like Andrew Wyeth and Edward Hopper, the first depicting rural environments and the latter mainly urban settings. Discuss the environmental statements each painting suggests to the viewer. Have creative students compose a poem, sensory impressions piece, or short story based on a favorite painting.

— Conduct a discussion on the subject of the city with each class member prepared to share a poem, essay, photograph, painting, or song. The group may wish to focus on the city in general or on one in particular like Chicago (Carl Sandburg's poem "Chicago," Norman Mailer's essay "Chicago," Frank Sinatra's rendition of "Chicago," Sinclair Lewis' novel The Jungle, and an interview with architect Allan Temko, "Good Buildings and the Good Life").

— If possible, arrange for a viewing of a film like West Side Story, A Raisin in the Sun, On the Waterfront, Oliver, Great Expectations, or The Out-of-Towners in preparation for an informal discussion on the problems of the city as treated by the film medium. Consider whether the treatment of the city is romantic, satiric, or realistic, and conjecture why the director chose a particular tone.

-- The ancient Greeks looked at the city as the pinnacle of human activity while Rousseau, Blake, and the Romantics considered the city a blight on the environment. After examining these contrasting attitudes about the city and the relationship of attitudes as motivation for behavior, teach/reteach the theme of persuasion. Direct students to convince their readers to accept one or the other position about the city.

-- Teach/reteach the basic principles of symposium participation. Propose topics such as these for student symposiums:

> Conservation may be just another form of man's meddling with nature.
>
> Man's ability to manage, manipulate, and change his environment works at cross purposes with nature's plan.
>
> Progress, competition, and conquest as expressions of the expansionist mentality are doomed to obsolescence.

AN ENVIRONMENTAL STRAND: SURVIVAL

Preliminary Discussion

-- Discuss how survival necessitates an individual's reliance on his inner resources.

-- Consider how survival is more a person's daily interacting with the environments rather than a reacting to a crisis.

-- Explore varied responses to the survival test -- the thrill of challenge, the fear of contest, the tenacity of enduring, the inertia of non-involvement, or the finality of defeat.

Suggested Activities

-- The theme of individual survival through self-discipline laces Jack London's fiction. Before students read and discuss London selections of their choice, show Jack London, a Life of Adventure as background.

-- Illustrating that survival sometimes is a reaction to a crisis, direct the class to list on the chalkboard situations that demand an heroic response for survival (plane crash, war, flood, prison riot). Ask students to select a biography or novel depicting this survival theme. In oral or written reports, students will relate their books to one of the three Preliminary Discussion statements.

-- To illustrate the theme of survival in the wilderness, assign two contemporary poems like Earle Birney's "David" or David Wagoner's "Staying Alive," the first interpreted by René Auberjonois on a recording of Some Haystacks Don't Even Have Any Needle. Observe the poets' focus on the self-testing needed for coping with wilderness environments.

-- Direct students to research in a variety of classroom dictionaries words associated with survival. Consider the subtle shading of words and how the connotation of a term often colors a person's response. Students will suggest examples such as coping, interacting, reacting, surviving, outliving, outlasting, remaining, enduring, persisting, succeeding, crisis, emergency, urgency, exigency, struggle. Draw student attention to the connotative difference between using the verbal ing ending and the noun suffix on words like interacting and interaction, persisting and persistence.

-- Since survival is a recurring theme in popular music, ask students to share their favorite recordings to motivate a discussion on human interaction with environments. As a followup activity, assign an impromptu theme that highlights an environmental struggle high on students' personal priorities -- coping with school, the family, the job, friends, health, the system, oneself.

-- Assign a survival novel like Walkabout and arrange, if possible, a showing of the film by the same title. Explore the contaminating nature of civilization which often destroys the very life that nourishes it.

-- Evaluate the variety of survival situations presented in a story like Sounder. After reading the William Armstrong novel or viewing the film, students will be able to articulate the many kinds of struggles encountered in daily life -- the individual preserving his self-concept, the family making a living, the father providing direction, the children getting an education, and the dog battling to live.

-- Consider the problem of survival for creatures the society labels worthless. The albatross in Samuel Coleridge's "The Rime of the Ancient Mariner," the rodent in "The Reason Why," the buffaloes and boys (labeled dings by the counselor) in Glendon Swarthout's Bless the Beasts and the Children, and Jews in The Diary of Anne Frank illustrate this threat to life, both animal and human.

PLANNING FOR THE FUTURE

Preliminary Discussion

-- Present this Arthur C. Clarke idea believed by many: Anything that is possible in theory will be achieved in practice, no matter what the difficulties, if it is desired greatly enough.

-- Consider the need for each individual to keep abreast of technology so as to be capable of intelligent input in deciding humankind's future.

-- Note the value of futurist literature in helping students plan for and cope with the future.

-- Explore the citizen's role in futuring which supports a divergence of opinion rather than a consensus.

Suggested Activities

-- If possible, introduce this unit by showing Toward the Year 2000: Can We Survive the Future? Ask students to record their main impressions on a first viewing to be shared afterward in small group discussions. Encourage student flexibility in approaching problems of the future by having them consider positive, negative, and neutral features of future projections.

-- Present Sara Teasdale's "There Will Come Soft Rains," a lyric reiterating nature's continuity regardless of man's activity, in this case total genocide through war. Play "There Will Come Soft Rains," asking students to note Bradbury's use of the poem in his short story. Have students jot down examples of Bradbury's personification or technology and discuss the impact of his imagery on the story itself.

— Teach/reteach the writing of definitions. Present the term eco-fiction, asking students to define the word briefly. Have the class formulate a model definition based on student samples.

— To concretize the definition of eco-fiction, assign an eco-fiction selection like Isaac Asimov's "It's Such a Beautiful Day" (technological isolation from nature), Ray Bradbury's "A Sound of Thunder" (upsetting of the co-system), or Bernie Turner's "Disposet" (elimination of garbage). Analyze the writer's use of scientific input fused with creative imagination.

— Present the term scenario — a personal view of the future based on a synthesizing of personal histories of the future. To concretize this method of future planning, direct the class to examine the Table of Contents in Alvin Toffler's Future Shock and his fifty pages of notes and bibliography. Encourage interested students of science fiction to design a scenario based on stories that have triggered their imaginations.

— Ask students to select a chapter of special interest from a supplementary source like Alvin Toffler's Future Shock, recommending they work in pairs to facilitate meaningful discussion. Teach/reteach the précis before students synthesize their chapter in a writing assignment. Direct students to test their themes on their partners as rough drafts for coherency, comprehension, and consciseness.

— As a vocabulary session, list on the board some future concepts found in a source like Alvin Toffler's Future Shock. Such terms as transience, the kinetic image, future shock, anticipatory democracy, or cyborgs should be defined in class

discussion as students encounter them in their reading. Explore why Toffler and many of the futurists deal in concrete imagery to convey meaning, also analyzing how metaphor shapes environmental interaction.

-- Duplicate Arthur C. Clarke's "Chart of the Future" for creative analysis:

1980 Personal radio
1990 Artificial intelligence
2000 Global library
2010 Telesensory devices
2020 Logical languages - Robots
2030 Contact with extra-terrestrials
2050 Memory playback
2060 Mechanical educator - Coding of artifacts
2080 Machine intelligence exceeds man's
2090 World brain

Have students in small group discussions, conjecture about Clarke's sequence of communications defining each breakthrough and suggesting its humanizing and dehumanizing potential. Students should see that planning for the future takes creative imagination tempered by logic and knowledge. Encourage students to design a scenario showing natural and manmade environments interacting during any one of these points in time.

-- To illustrate the future of language as communication, have the class consider a variety of activities. Albert Marckwardt's prediction in "The Future of English" that inflections are on the way out and word order will become more fixed can be compared with George Orwell's "The Principles of Newspeak" to test the views of a linguist and a novelist. The Bell Telephone Company has several free films to orient students on future communications systems. Selected chapters from Marshall McLuhan's books can be assigned to students wanting to pursue this subject.

TOWARD A MORE PERSONALIZED LIFE-STYLE

Preliminary Discussion

— Discuss the need for personal involvement in environmental issues to make living more meaningful.

— Analyze the wide gamut of individual response to the environments, providing options for human input.

— Stress the exploratory nature of this elective which presents students with some environmental issues but does not presume to solve the environmental crisis.

Suggested Activities

— As a focal point of this unit, send students to contemporary sources to find poems that illustrate the seven themes of this elective. Encourage a committee to prepare a multi-media program, interpreting these poems as a unifying thread. An exceptional program could be shared with other classes.

— Make available short stories that show the range of life-styles operating around the world today. Discussion should focus on the individual's self-concept interacting with the environments.

— To illustrate the power of individuals to initiate legal action in an environmental crisis, show a documentary like Before the Mountain Was Moved, outlining the plight of impoverished West Virginians displaced by strip-mining. Consider the process of community planning, ranging from the identification of the problem to its solution through citizen action.

— To establish the danger of accepting at face value the language of ecology, assign the reading of Thomas Turner's "How to Spot an Ecological Phony." Direct students to bring examples of advertisements that illustrate Turner's five categories, with offenses to the environment clearly noted. Some members of the class may prefer to bring examples employing the standard propaganda devices. To encourage consumer responsibility, suggest that a committee forward the results in letters to offending advertisers.

— Show "We Can Make It Happen," a film made locally in Milwaukee by students and teachers in the Milwaukee Public Schools. Encourage students to design similar projects of a multi-media nature that will present the problems of the environments in some creative way.

— To demonstrate the value of doing, introduce an activity like The Propaganda Game. Designed for two to four players, the game provides expertise in recognizing the positive and negative techniques of propaganda — self-deception, language, irrelevance, exploitation, form, and maneuver. Have the class evaluate the volunteer-players' skill in handling propaganda.

— Present the Milwaukee Public Schools' secondary urban field trip guide and plan with the class an agenda which highlights the unit topics of this elective. Stress the need for students and teacher to act as resource persons by choosing meaningful pre-, on-, and post-trip suggestions from among the multi-disciplinary activities.

— Have students research environmental action that the individual can take. Suggest sources such as "The EQ Index," Joan Roloff's and Robert Wylder's There Is No "Away", or Douglas LaFollette's Wisconsin Survival Handbook. Encourage students to design their personalized checklist, charting and evaluating involvement with environmental issues.

— Encourage the class to launch a public relations campaign on some environmental issue important to their school via public address announcements, posters, and newspaper articles. Teach/reteach the basics of persuasion.

— Encourage student participation in their school's ecology club by inviting a member of that group to explain its environmental activities to the class. To insure a meaningful dialogue, prepare the class beforehand to devise discussion issues stressing ways students might improve the school environment for better interaction. A press conference makes an effective format.

— As a culminating activity of this elective, have students write a letter to a teenager living in 2001. The letter should reflect the student's personal understanding of environmental issues and his involvement in solutions to insure a future. Remind students that by 2001 they will be middle-aged citizens on the other side of the generation gap who will have to answer for the state of earth.